

**The Americans with Disabilities Act Amendments Act,  
Section 504 of the Rehabilitation Act,  
and Public Schools**



***A Handbook for Educators***

**UNION COUNTY PUBLIC SCHOOLS  
NORTH CAROLINA  
2023-2024**

In compliance with federal law, Union County Public Schools administers all educational programs, employment activities, and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age, or disability.

## MESSAGE FROM THE DISTRICT SECTION 504 ADMINISTRATORS

The Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) are civil rights laws prohibiting discrimination based on disability. Students eligible under Section 504 are entitled to an appropriate education with the provision of accommodations designed to meet the individual needs of the student with the disability as adequately as the needs of nondisabled students are met. Section 504 Accommodation Plans are developed to provide the student with a disability an equal opportunity for success.

This handbook aims to provide parents and school personnel with an overview of Section 504 and the ADA and specific, practical guidelines for schools to use when working with children who are eligible for protections and services under Section 504 and the ADA.

Mrs. Kate Earp  
District Administrator for Section 504 & Compliance

Ms. Vicki Merritt  
District Section 504 Administrator

**\*For Section 504 and/or ADA issues related to employment within UCPS, please contact  
Dr. Bashawn Harris, Assistant Superintendent for Human Resources.**

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## OVERVIEW OF SECTION 504

Section 504 of the Rehabilitation Act is a federal legislation that impacts entities that receive federal funding. It is civil rights legislation for persons with disabilities, designed to prevent any form of discrimination based on disabilities, who are otherwise qualified or protected.

### Definition of Disability under Section 504

Under Section 504, a person is considered to have a disability if that person (34 C.F.R. 104.3 (j)):

- (1) has a physical or mental impairment that substantially limits one or more such person's major life activities or bodily functions
- (2) has a record of such impairment, or
- (3) is regarded as having such an impairment.

The Act defines a physical or mental impairment as:

- a. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin and endocrine; or
- b. any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Major life activities include: caring for one's self, performing manual tasks, walking, breathing, seeing, hearing, speaking, learning, working, reading, concentrating, thinking, sleeping, eating, lifting, bending, and communicating.

Bodily functions include the immune system, normal cell growth, digestive, bowel and bladder, respiratory, circulatory, endocrine, reproductive, brain, and neurological functions.

Episodic conditions or those that are in remission would be considered a disability if the condition would substantially limit a major life activity or bodily function when active.

Section 504 does not cover students with learning problems which are attributable to economic, environmental, and/or cultural disadvantages. Mitigating measures (e.g., medication, wheelchair, hearing aids) cannot be used to find a child ineligible for services under Section 504, except for ordinary corrective lenses.

Temporary or transitory impairments are not covered unless the impairment is determined to be substantial when considering factors such as the anticipated duration (i.e., generally should last more than six (6) months) and the extent to which there is a limitation on a major life activity.

Some prevalent disabling conditions include life threatening allergies, school phobia, intermittent explosive disorder, anxiety disorder, diabetes, ADHD, chronic fatigue syndrome, oppositional defiant disorder, post-traumatic stress disorder, and obsessive-compulsive disorder.

## **INFORMATION AND RIGHTS REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 is an Act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment that substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working).
2. has a record of such impairment; or
3. is regarded as having such an impairment

Union County Public Schools takes seriously its responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will be permitted in any programs and practices in the school system.

The school district has specific responsibilities under the Act, which include identifying, evaluating, and providing appropriate educational services if the child is determined to be eligible under Section 504.

If parents/guardians disagree with a decision made by the professional staff of the school district, they may pursue their rights, including filing a grievance, filing a complaint with the Office for Civil Rights, and requesting a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) provides parents with rights related to their student's educational records:

- 1) inspect and review their child's educational records;
- 2) make copies of these records;
- 3) receive a list of all individuals having access to those records;
- 4) ask for an explanation of any item in the records;
- 5) ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and
- 6) request a hearing on the issue if the school refuses to make the amendment.

### **STUDENTS WITH TRANSITORY IMPAIRMENTS AND SECTION 504**

A transitory impairment is an impairment with an actual or expected duration of approximately six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

The question of whether a transitory impairment substantially limits a student's major life activity or major bodily function must be determined by a Section 504 Team, taking into consideration both the duration (and

expected duration) of the impairment and the extent to which the impairment limits one or more major life activities of the affected student.

## **CHILD FIND AND DETERMINING ELIGIBILITY UNDER SECTION 504**

UCPS has an ongoing obligation to fulfill its Child Find responsibilities: when school staff are concerned that a student may have a (1) mental or physical impairment that (2) substantially limits a major life activity, then they have an obligation to consider eligibility under Section 504.

### **What might alert the staff to initiate the process to make this determination?**

- Student has an impairment of any kind, including allergies.
- Parent requests an evaluation or a 504 plan.
- Student has instructional and social behaviors that need to be addressed.
- Student transfers from another school district with a Section 504 plan.
- Student is chronically absent because of medical or health issues.
- Student has a steady increase in disciplinary incidents and is being considered for suspension or expulsion.
- Student requires specialized health management, has an Individualized Health Care Plan, or receives medication on school grounds
- Student is evaluated under the IDEA and found ineligible.
- Student is currently receiving individualized informal accommodations in the classroom.

Referrals may come from the parents or teachers. There is a 30-day window to convene a meeting and complete an evaluation after a referral is made.

### **The Section 504 Team**

The Section 504 Team **must include** parents, at least one teacher of the student, and the school 504 Coordinator. Also, consider inviting **the student** to attend!

It may be necessary to also include other individuals with legitimate educational interests, depending on the student's needs, for example, the nurse, transportation staff, and school nutrition staff.

### **The evaluation**

The evaluation can include completing formal evaluations, and/or reviewing information from a variety of sources (for example, aptitude and achievement tests, teacher observations, report card/grades, work samples, information provided by the parents, psychological or other formal evaluations, health records, social history [family relocation, death of a loved one, birth of a sibling, etc.], and adaptive behavior information).

Document at the meeting what information was reviewed and considered.

### **Developing the Section 504 Plan**

Accommodations are alternative ways for students to learn information. They do not lower the difficulty level or the expectations for the student, but provide an adjustment to how the student will learn.

The team must provide appropriate accommodations that address the student’s identified area(s) of need that provide the student with equal access and opportunity and allow the student to receive an education to the same extent possible as nondisabled peers.

\*\*\*\*\*Modifications are changes to the general education curriculum. If the student requires modifications, the student may need to be evaluated for special education eligibility. \*\*\*\*\*

The team must write clear accommodations: can a stranger who reads the 504 plan for the first time understand the accommodation, including *when*, *how*, *where*, and *who* will implement it?

\*\*\*\*\*Avoid using “as needed.” \*\*\*\*\*

Instead, explain when the accommodation will be needed, for example: “STUDENT’s medication wears off right after lunch during third block, and STUDENT will require an additional 30 minutes to complete tests and classwork during third and fourth blocks (1:00-3:45). If STUDENT does not finish, then STUDENT may take the work home to complete.”

Very often, students require testing accommodations. All testing accommodations must be used routinely during the school year for class tests, and not just for State or District tests.

## **HOW IS AN APPROPRIATE EDUCATION DEFINED?**

USDOE says the following about the right to FAPE under Section 504:

An appropriate education may comprise education in regular classes, education in regular classes with related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions. It may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling, and medical diagnostic services necessary to the child’s education.

## **SECTION 504 AND FOOD ALLERGIES**

The U.S. Office for Civil Rights U.S. Department of Education has formally recognized food allergies as a “hidden disability.” A student may have a food allergy that affects the respiratory, digestive, or cardiovascular systems, as well as the skin. These students may be eligible for protection under Section 504 if their allergy substantially impacts a major life activity or major bodily function, such as breathing or shock during an anaphylactic reaction.

### **Are All Students with Food Allergies Eligible For 504 Plans?**

Likely not. The 504 Team will rely on medical information in making the eligibility determination. As a result, the parent may be asked to obtain specific medical information or medical recommendations from their child’s allergist and/or pediatrician for the Team to review.

**NOTICE OF PARENT AND STUDENT RIGHTS/  
PROCEDURAL SAFEGUARDS**

The Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) are civil rights laws that prohibit discrimination based on disability. Section 504 states: *No otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any program or activity receiving Federal financial assistance.* School districts are required to establish and implement procedural safeguards that include notice, an opportunity for parents to review relevant records, an impartial hearing with an opportunity for participation by the student's parents or guardian, representation by counsel, and a review process. Under Section 504, a person is considered disabled if s/he suffers from a physical or mental impairment that substantially limits one or more major life activities, including but not limited to learning, walking, breathing, eating, working, and seeing.

The purpose of this notice is to inform parents and students of their entitlement to the following rights under Section 504:

1. You have a right to be informed by the school district of your rights under Section 504. (The purpose of this document is to advise you of those rights.)
2. Your child has the right to a free appropriate public education designed to meet their individual educational needs as adequately as the needs of non-disabled students are met.
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents.
4. Your child has a right to be educated with children who are not disabled to the maximum extent appropriate.
5. Your child has a right to facilities, services, and activities comparable to those provided for non-disabled students. This right includes your child's right to be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
6. Your child has a right to an evaluation before an initial Section 504 placement and any subsequent significant change in placement. You also have the right to request such an evaluation. Any student who needs, or is believed to need, accommodations and/or related services under Section 504 must be referred to the Section 504 Team for evaluation.
7. You have the right to receive a notice and offer consent concerning decisions regarding your child's formal identification, evaluation, and placement.
8. Evaluation and placement decisions must be made by a group of persons (i.e., the Section 504 Team), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities.
9. If eligible under Section 504, your child has a right to periodic formal or informal re-evaluations, occurring at a minimum every three years.
10. You have the right to a notice before any action by the district regarding your child's identification, evaluation, or placement.
11. You have the right to examine relevant records and documents regarding your child.
12. You have the right to file a grievance if you believe that your child is being discriminated against on the basis of a disability. You may file a grievance with your child's principal, who will conduct an investigation and provide a written response within fifteen working days after receiving the grievance (unless additional time is necessary to conduct an impartial, thorough investigation). If you disagree with the principal's response, you may refer the grievance to the UCPS District Section 504 Administrator ten working days after receipt of the written report. The District Section 504

Administrator will issue a written decision on the grievance no later than fifteen working days after receiving the request (unless additional time is necessary to conduct an impartial, thorough investigation).

13. In the alternative, you may submit your grievance directly to the District Section 504 Administrator; after conducting an investigation, the 504 Administrator will issue a written decision on the grievance to the grievant and the school no later than fifteen working days after receiving the request (unless additional time is necessary to conduct an impartial, thorough investigation). The Section 504 Administrator for Grievances is:

**Kate Earp**

Union County Public Schools  
400 North Church Street Monroe, NC 28112  
Phone: 704.296.6392  
[Kate.earp@ucps.k12.nc.us](mailto:Kate.earp@ucps.k12.nc.us)

14. If you disagree with the Section 504 Administrator's resolution of your grievance, you have a right to file an appeal of the Section 504 Administrator's decision with the Superintendent or his or her designee. The appeal must be made in writing within five calendar days of receiving the District Section 504 Administrator's response, and the appeal shall be submitted to the Assistant Superintendent of Academics:

**Dr. Susan Rodgers**

Union County Public Schools  
400 North Church Street  
Monroe, NC 28112  
Phone: 704.296.0832  
[Susan.rodgers@ucps.k12.nc.us](mailto:Susan.rodgers@ucps.k12.nc.us)

15. If you disagree with the response issued by the Superintendent or Superintendent's designee, you have the right to file an appeal in accordance with the Union County Public Schools Board of Education Policy 4-07 (b) to the Board of Education.
16. Section 504 of the Rehabilitation Act of 1973 provides you with the right to an impartial due process hearing to contest any action of the LEA with regard to your child's identification, evaluation, or placement. You have the right to participate personally. If you wish to challenge the LEA's action or omission with regard to the identification, evaluation, or placement of your child who has or is believed to have a disability, you shall make a written request using the form provided at this link [Due Process Form](#). You may submit your request to the Assistant Superintendent of Academics, Dr. Susan Rodgers.
17. You also have a right to file a complaint with the Office for Civil Rights, U.S. Department of Education:

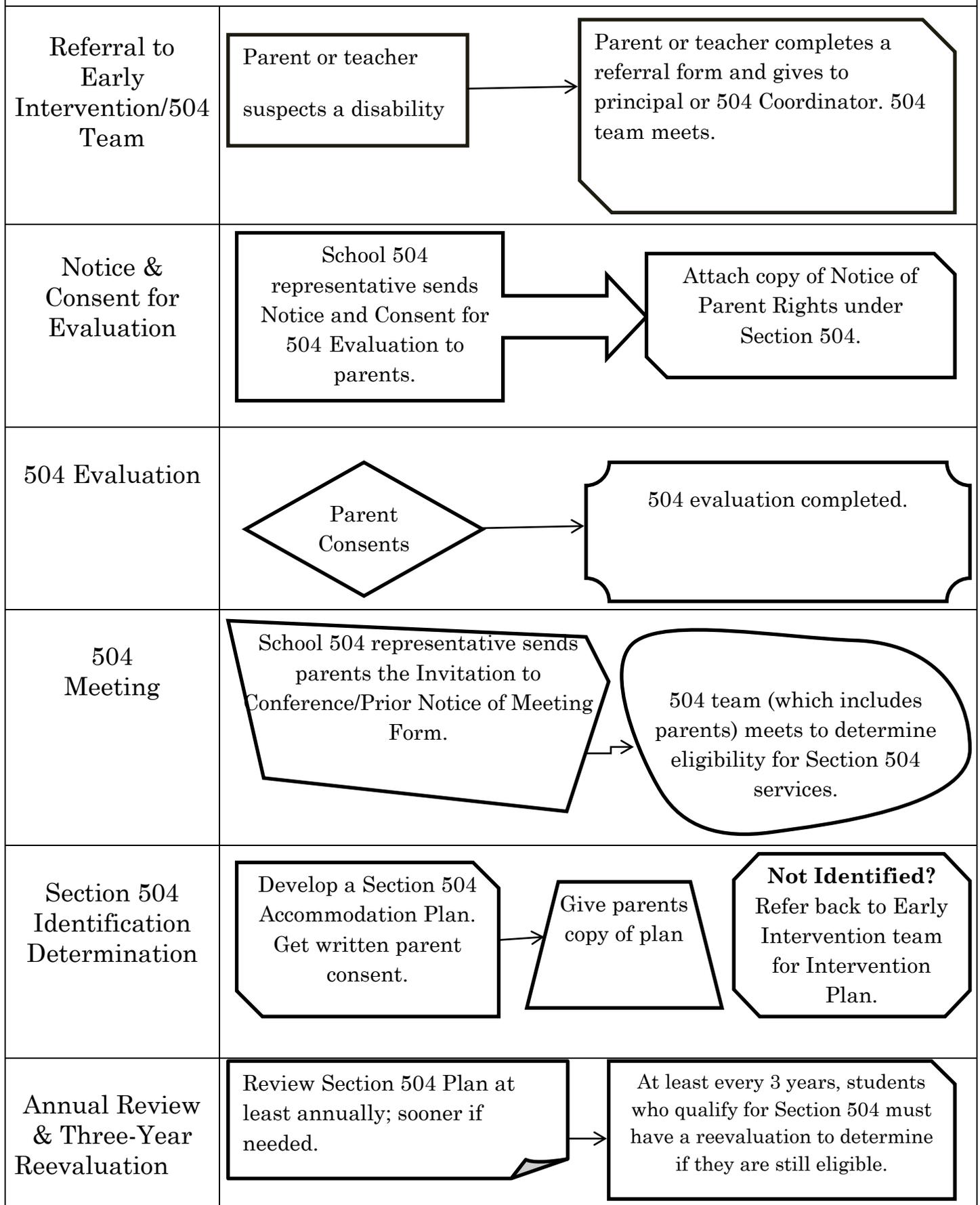
**U.S. Department of Education**

Office for Civil Rights, Lyndon Baines Johnson Department of Education Bldg.  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Telephone: 202-453-6012; 800-421-3481  
TDD: 800-877-8339  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

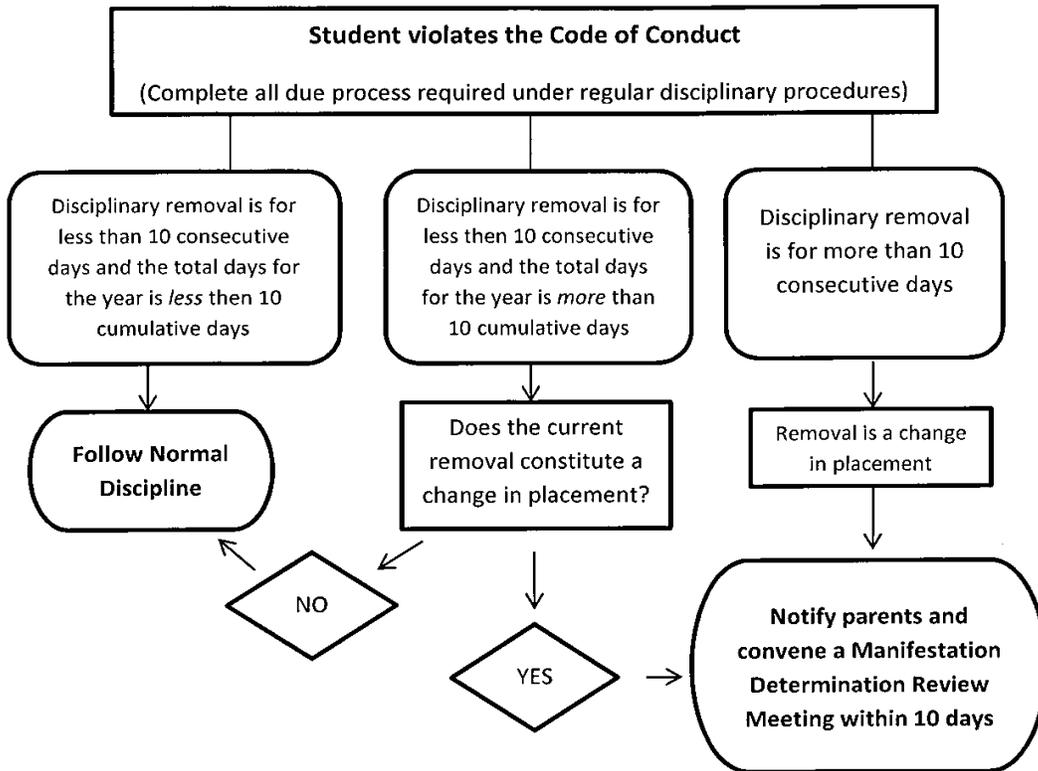
If you have difficulty understanding English, you may request language assistance services for this Department information by calling 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), or email OCR at: [Ed.Language.Assistance@ed.gov](mailto:Ed.Language.Assistance@ed.gov).

In compliance with federal law, Union County Public School system administers all educational programs, employment activities, and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

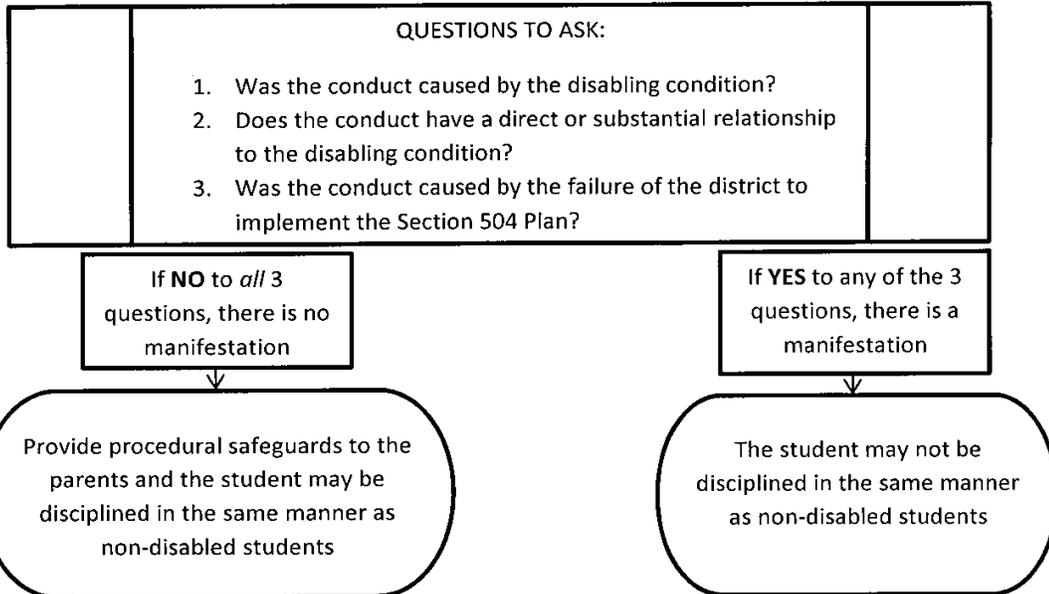
# GENERAL OVERVIEW OF SECTION 504 PROCESS



# STUDENT DISCIPLINE



## Manifestation Determination Review Meeting\*



\*Under Section 504, the student *is not* entitled to a manifestation determination if the student is currently engaging in the illegal use of drugs including alcohol. SECTION 504 PROVIDES THAT "LOCAL EDUCATION AGENCIES MAY TAKE DISCIPLINARY ACTION PERTAINING TO THE USE OR POSSESSION OF ILLEGAL DRUGS OR ALCOHOL AGAINST ANY STUDENT WITH A DISABILITY WHO IS CURRENTLY ENGAGING IN THE USE OF DRUGS OR ALCOHOL TO THE SAME EXTENT THAT SUCH DISCIPLINARY ACTION IS TAKEN AGAINST STUDENTS WHO ARE NOT DISABLED."

## 504 TEAM REVIEW FOR LONG-TERM SUSPENSION PROCEDURES

When a student with a disability engages in misconduct, follow the District’s procedures:

1. **Due process procedures for discipline are followed (i.e., investigation, student opportunity to be heard, written notice of the charges, etc.).**
2. **Notify the office of the appropriate Director of School Performance.**
3. **If the student will be suspended for either more than 10 consecutive school days, or the student will be suspended and the suspension will amount to more than 10 school days during a single school year, call your District 504 Administrator and parent to schedule a Manifestation Determination meeting within 10 school days of the suspension. The District 504 Administrator will conduct the Manifestation Determination meeting and complete the required forms.**
4. **Send home the Invitation to Conference for a Manifestation Determination meeting.**

### MANIFESTATION DETERMINATION REVIEWS

When a student is suspended for more than 10 school days in a single school year (6 days for Condensed Academic Terms), the Office for Civil Rights and courts interpreting Section 504 have held that the student has been subjected to a “significant change in placement” that triggers a Manifestation Determination Review (MDR).

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of the Code of Conduct, an MDR team must be convened.

- Who: The MDR team must include the parents, school staff knowledgeable about the student and Section 504 procedures, and staff knowledgeable about the evaluation data.
- What: The MDR team must review all relevant information about the student, including—
  - the student’s 504 plan;
  - teacher observations;
  - relevant information provided by the parents;
  - all of the student’s diagnoses, including new diagnoses provided by the parents at the MDR meeting;
  - the student’s history of behaviors/discipline;
  - the student’s medications/side effects;
  - evaluations;
  - the student’s grades/academic performance.
- Why: The MDR team must, after reviewing the student’s relevant information and the incident of misconduct leading to the suspension, determine whether:
  - a. If the conduct in question was caused by, or had a direct and substantial relationship to the student’s disability; and
  - b. If the conduct in question was the direct result of the school’s failure to implement the Section 504 plan.

- Then what: If the MDR team determines that the misconduct is not related to the student's disability(ies), then the school may impose the same discipline as would be imposed on non-disabled student under the same circumstances.

But if the MDR team determines that the misconduct IS RELATED to the student's disability(ies), then the student MAY NOT be disciplined. Additionally, the team must:

- Review the student's 504 Plan;
- Review the student's Behavior Intervention Plan (BIP) (if there is one), OR
- Develop a BIP; the team can also seek parental consent to conduct a Functional Behavior Assessment (FBA) and agree to come back and revise the BIP after the FBA is conducted;
- Review the 504 Plan to determine if new accommodations are needed.

\*Under Section 504, the student is not entitled to a manifestation determination if: (1) the student's misconduct involves the use or possession of illegal drugs or alcohol; and (2) the student is currently engaging in the illegal use of drugs or the use of alcohol. In such instances, the student may be disciplined in the same manner as a non-disabled student would be disciplined for the use or possession of illegal drugs or alcohol.

## GENERAL SECTION 504 INFORMATION

- **Training:** Section 504 Coordinators and/or Administrators shall train staff on Section 504 compliance and updates. When training staff, help them understand the basics of Section 504, including the purpose of the law, child find obligations, and the FAPE obligation. Help teachers understand the events or conditions that trigger an initial evaluation. Each licensed staff member shall be trained in Section 504 during staff meetings or small group meetings. It is advised that teacher assistants and nurses attend this training. Send a copy of the agenda and sign-in sheet from this training to your District 504 Administrator.
- **504 Team consists of at least the following people: Parents/Guardians, Administrator(s), 504 Coordinator, Current/Regular Classroom Teacher(s), and the student if applicable. Other appropriate personnel may also be invited to attend.** The classroom teacher and other special area teachers (Music, Art, PE, Media, etc.) may also need to attend at the elementary level. At the middle and high school levels, the current teacher(s) shall attend. If all current teachers cannot attend, please ensure that you have documentation from the teacher regarding the implementation of the 504 Plan and the student's progress in class. Depending on the purpose of the meeting and the nature of the student's disability(ies), other staff with legitimate educational interests may be invited (e.g., school nurse, transportation representative).
- **Implement 504 Plans at the beginning of each school year and semester.** Staff implementing 504 Plans must receive, for all enrolled students with 504 Plans, the 504 Plans before a new school year and new semester starts. **Review Meetings:** At the middle and high school levels where the student's staff change with new quarters/new semesters, ensure that all teachers know their obligations under the 504 Plan.
- **Yearly Reviews:** A 504 Plan MUST be reviewed each year with the 504 Team.
- **3<sup>rd</sup> Year Reevaluations:** A student's eligibility under Section 504 must be reevaluated not less than every **three years**. The 504 team will determine if the child needs to continue with eligibility.
- **Student/Parent Handbook:** At the meeting, please review the *Handbook for Students and Parents* with Parents/Guardians and inform staff of new changes to Section 504. **ALWAYS, ALWAYS, ALWAYS** offer and provide a handbook to parents/guardians. Document receipt or refusal of the handbook.

- **Paperwork:** Ensure all student information is accurate (date of birth, full legal name, school, etc.). Please SPELL CHECK your work.
- **Accommodations:** Accommodations must be routinely used during instruction and on similar classroom assessments that measure the same content. Be specific when writing accommodations.
- **30-Day State Implementation Rule for State tests:** If a student does not have at least 30 calendar days before the State test date to use the accommodation, then the accommodation cannot be considered “routinely used” during instruction or similar classroom assessments. The use of testing accommodations that are not routinely used during instruction or similar classroom assessments is a misadministration and results in invalid test scores. In the event that a new diagnosis/new need occurs within 30 calendar days of the State test date and the student requires new/different accommodations on the State tests, permission from the State will be required for accommodations to be implemented for the upcoming testing cycle. Questions regarding these dates should be directed to your District 504 Administrator.
- **504 Accommodation Plan and Testing Modification Sheets:** The testing modifications sheet and the 504 Accommodation sheet should have matching dates (Yearly Reviews, Initial Plan, 3<sup>rd</sup> Year Reevaluation, etc.). Test administrators must monitor accommodation usage during testing by completing the *Review of Accommodations Used During Testing* monitoring forms.
- **Cumulative Folder Notice:** If a student has a 504 plan, please place a note (copied on cherry-colored paper) in the cumulative folder. The note should read: Please See Student’s Section 504 Folder.
- **Folder Location:** Please have a designated location where 504 information/folders will be contained in the building. ALL folders (active and inactive) should be kept at your school site in a secure location.
- **Out-of-State and Out-of-County 504 Plans:** Please meet with the parents/guardians within 10 days of receiving the 504 Plan/Folder. Please follow the procedures to conduct the Section 504 meeting and complete the required documents in ECATS.
- **Parent Referral:** If it is a parent referral, please remind the parent that the child must be determined to meet the disability definition in Section 504 and the ADA, including whether or not the child has a disability that results in a substantial limitation of a major life activity or bodily function. **The Section 504 Team determines eligibility, not physicians, psychologists, or other professionals who may diagnose a disability or condition.**
- **Alternative Parent Contacts:** when scheduling a meeting, use alternative modes of contacting the parents if they are not responding. For example:
  - Send a certified letter to the parent inviting them to a conference.
  - Call the home; keep a log documenting the calls.
  - Make a home visit.
  - Send an invitation via email.
  - Offer a virtual meeting if the parent cannot be physically present.
  - **DOCUMENT** all conversations, mail attempts, etc.
  - **NEVER make the 504 Plan inactive because you cannot contact parents!**
  - If parents do not respond to any of these options, convene the meeting, **DOCUMENT** the discussion and any amendments to the 504 plan, and mail the parent a copy of the plan and minutes of the meeting (certified letter).



Growing Possibilities...

**NOTIFICATION OF REFUSAL TO USE  
SECTION 504**

A related aid or service, or accommodation provided in a Section 504 Plan is **not an option**. Therefore, parents will receive notification if their child refuses a related aid or service, or an accommodation listed on a student's plan. This form must be sent to parents on each occasion a student **refuses** to use a related aid or service, or an accommodation provided on the Section 504 Plan.

Notification Date: \_\_\_\_\_  
Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_

School: \_\_\_\_\_  
Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
Student ID: \_\_\_\_\_

**SECTION 1: Refusal Incident**

Your child refused to use the following accommodation/modification listed on their current Section 504 plan.

1. Date of Refusal: \_\_\_\_\_
2. Subject in which refusal occurred: \_\_\_\_\_
3. Accommodation(s)/Aid or Service Refused: \_\_\_\_\_
4. Was this a Testing Accommodation(s)?  Yes  No
5. Was this test graded?  Yes  No
6. Immediate steps taken when refusal occurred: \_\_\_\_\_

7. Signature(s) of Faculty/Staff/Administrator(s) involved:


**SECTION 2: Meeting Requested**

- To discuss the above incident and clarify or revise the accommodations/modifications on your child's plan, the Section 504 Team invites you and your child to meet **with** the Section 504 team.

Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_

- If you are unavailable to meet on this time/date, please call the School-Level Section 504 Coordinator, whose contact information is as follows:

Name: \_\_\_\_\_ Contact Information: \_\_\_\_\_

**Attach a copy of Parent-Student Rights and Procedural Safeguards.**

**SECTION 504 TEACHER  
INPUT FORM**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject Taught: \_\_\_\_\_

*Please answer the following questions to assist the 504 Team in determining eligibility for the above-named student.*

1. What strengths does this student exhibit in your class?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is the student's current grade in your course/class?

\_\_\_\_\_  
\_\_\_\_\_

3. Please check all factors that may account for the student's current grade if the student is performing below the expected grade level:

- |                                                        |                                                 |
|--------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Missing Assignments           | <input type="checkbox"/> Late Assignments       |
| <input type="checkbox"/> Failure to Participate        | <input type="checkbox"/> Inappropriate behavior |
| <input type="checkbox"/> Excessive Absences/ Tardiness | <input type="checkbox"/> Other: _____           |

\_\_\_\_\_  
\_\_\_\_\_

4. List assessment results that may also provide information about this student's performance (i.e., MAP testing, classroom assessments or tests, BOG testing, etc.).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What challenges does this student exhibit in your class?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Does this student have testing accommodations?  Yes  No If yes, please list:

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7. List modifications or accommodations that this student regularly utilizes in class.

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8. Are there any accommodations or modifications that the student regularly declines or refuses to use?

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9. Please list any accommodations or modifications you have implemented for this student that the student uses and appears to require in order to be successful.

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10. Include any additional comments or information regarding the student, including his/her progress.

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**MINUTES OF SECTION 504 TEAM MEETING**

Student ID: \_\_\_\_\_ Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_ Time: \_\_\_\_\_

**I. Meeting Purposes/Areas of Concerns**

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**II. Summary of Staff Reports/Comments**

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**III. Summary of Parent/Guardian Concerns/Comments**

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**IV. Other Pertinent Information**

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**V. Decisions Made**

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**Team Members Present**

Team Member	Position	Team Member	Position
	Parent		
	504 Coordinator		
	Administrator		
	Teacher		
	Other:		